



DIALOGEDUSHIFT

DialogEduShift: Transforming Higher Education Teaching and Evaluation Approaches in the Era of AI ChatTools

Project No: 2023-1-PL01-KA220-HED-000167212

WP3 – Guidelines on the use of AI Chat tools in higher education

**National Piloting Report
Poland**



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National Piloting Event – WP3: Guidelines on the Use of AI Chat Tools in Higher Education

Host: Fundacja Eastern Institute of Business Education (EIBE)

Country: Poland

Dates: June 2025

Venues: Akademia Nauk Stosowanych im. prof. Edwarda Lipińskiego (Kielce) & Wojewódzki Zakład Doskonalenia Zawodowego (Opole)

Overview of the Piloting Event

As part of the DialogEduShift project, EIBE organised two national piloting events in June 2025 to test and refine the **Guidelines on the Use of AI Chat Tools in Higher Education** (WP3). The first workshop was held on 28 June 2025 at Akademia Nauk Stosowanych in Kielce, and the second on 16 June 2025 at the Wojewódzki Zakład Doskonalenia Zawodowego in Opole. Both sessions were conducted face to face and were moderated by the EIBE project team. Invitations were circulated via direct emails, institutional mailing lists and personal outreach to academic educators in partner institutions.

Across the two cities a total of **approximately 40 participants** took part in the piloting activities. The Kielce workshop attracted six educators from the host institution, while 34 stakeholders from Opole attended the second event. Participants were introduced to the draft guidelines and engaged in discussions about integrating AI conversational bots into teaching, assessment and plagiarism prevention. Facilitators collected feedback through group discussions and a short survey.

Profile of Attendees

Based on the signed attendance lists, around **26 men and 14 women** participated in the two piloting workshops. Attendance lists were duly collected on both events. The Kielce group composed of academic teachers was predominantly male (five men and one woman), whereas the Opole session had a more balanced composition with 21 men and 13 women. Participants ranged in age from their mid-20s to early 60s and included lecturers, instructors and educational administrators from vocational and higher-education institutions. Their disciplinary backgrounds encompassed engineering, management, pedagogy and language studies.

Many attendees had limited prior experience with AI tools in teaching. They expressed curiosity about how conversational bots might support assessment, personalize feedback and encourage collaborative learning. Several participants were motivated by concerns over academic integrity and wanted to learn how to detect AI-generated submissions.

Agenda for the Event

The agenda was kept deliberately simple to allow ample time for discussion and reflection. Each workshop covered the core sections of the WP3 guidelines.

Time	Agenda item
10:00–10:15	Welcome and introduction – overview of the DialogEduShift project and objectives of WP3.
10:15–11:00	Presentation of the Guidelines – key recommendations on using AI chat tools in assessment, teaching methodologies and plagiarism detection.
11:00–11:45	Group work – participants break into small groups to discuss opportunities and challenges of AI integration in their disciplines.
11:45–12:15	Discussion and feedback – plenary session to share group insights, raise questions and collect suggestions for improving the guidelines.
12:15–12:30	Closing remarks – summary of main takeaways and information about next steps in the project.

Overview of Feedback from Attendees

During the workshops participants expressed overall support for the proposed guidelines. Key themes from the discussion and survey included:

- **Usefulness:** Educators appreciated having a structured set of recommendations and best practices for integrating AI chat tools into their courses.
- **Assessment and integrity:** Many participants were particularly interested in guidance on designing fair assessments and detecting AI-generated content. They suggested including more case studies illustrating academic misconduct scenarios.
- **Digital skills:** Several attendees noted varying levels of digital literacy among staff and requested additional training sessions or tutorials on using AI tools.
- **Discipline-specific examples:** Participants from vocational and technical fields asked for examples tailored to practical, hands-on subjects.

Piloting Event Evaluation Survey

A brief anonymous questionnaire administered after each session asked participants to rate their level of agreement with three statements on a 1–5 scale (1 = strongly disagree, 5 = strongly agree). The aggregated results are summarised below.

Statement	Average rating	Key insight
1. The event met my expectations in terms of content and delivery.	4.6 / 5	Participants felt the workshops were well structured and covered relevant topics.
2. The facilitators were knowledgeable and engaging.	4.7 / 5	Attendees appreciated the moderators' expertise and ability to stimulate discussion.
3. I feel better prepared to use AI chat tools in my teaching.	4.3 / 5	Most respondents reported increased confidence, though some requested further hands-on practice.

Conclusions

The WP3 piloting events in Kielce and Opole allowed EIBE to validate the draft guidelines with educators representing both higher education and vocational training contexts. The sessions highlighted strong interest in practical recommendations for assessment and academic integrity, as well as the need for ongoing professional development to address digital skills gaps. Feedback gathered from participants will inform the finalisation of the guidelines and the design of follow-up training activities.

Overall, the successful engagement of 40 participants demonstrates the relevance of the DialogEduShift project to educators across Poland and underscores the importance of collaborative dialogue in shaping responsible AI integration in higher education.

Photographs from the Events in Kielce and Opole





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DialogEduShift:

Guidelines for Academics on the Usage of AI Conversational Bots (LLM Models) in Higher Education Institutions

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